

Welcome to *Cambridge English Empower*

A unique mix of learning and assessment

Cambridge English Empower is a new general English adult course that combines course content from Cambridge University Press with validated assessment from Cambridge English Language Assessment.

This unique mix of engaging classroom material and reliable assessment, with personalised online practice, enables learners to make consistent and measurable progress.

What could your students achieve with **Cambridge English Empower**?

Teacher's Book contents

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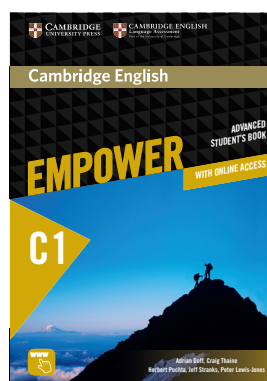
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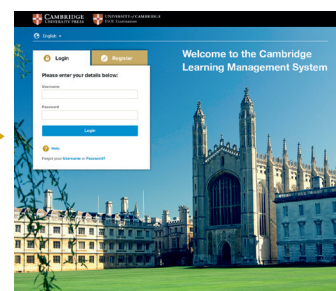
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For Students



Student's Book
with online access



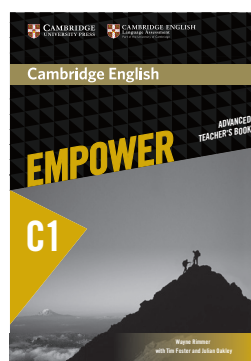
Online Assessment
Online Practice
Online Workbook

Student's Book also available as Interactive eBook

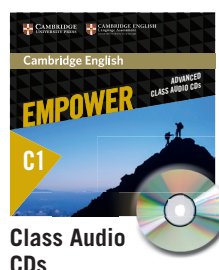
Also available

- Student's Book (or eBook) without online access
- Print Workbook (with and without answers), with downloadable audio and video

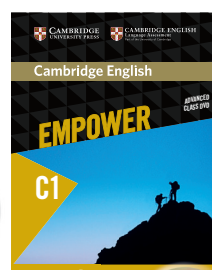
For Teachers



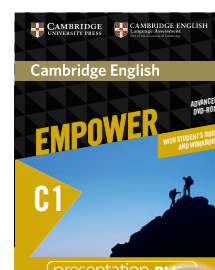
Teacher's Book
with photocopyable
activities and
online access



Class Audio
CDs



Class DVD



Presentation
Plus

Student's Book with online access

- Comes complete with access to Online Assessment, Online Practice and Online Workbook – delivered via the Cambridge Learning Management System (CLMS)
- Syllabus informed by English Profile, the Cambridge English Corpus, and benchmarked to the CEFR



Interactive eBook

- With the Interactive eBook, you can do the Student's Book activities in interactive form (specially designed for tablets), play all Class Audio and Video, check and display answers, control audio speed, create text and voice notes, and more.
- The Interactive eBook can be accessed with the Cambridge Bookshelf iPad app, or using the Cambridge Bookshelf Web Reader on a desktop or laptop computer. With the iPad app it can be used offline (after initial download).

Online Assessment

- Validated and reliable assessment throughout the course – developed by experts at Cambridge English Language Assessment
- A learning-oriented approach – assessment that regularly informs teaching and learning
- A Unit Progress Test for every unit (automatically marked) – covering grammar, vocabulary and functional language – plus a Unit Speaking Test
- Mid-course and end-of-course competency tests that cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level

For more details about the **Cambridge English Empower** assessment package, and Learning Oriented Assessment, please see pages 7–8.

Online Practice

- Personalised practice – automatically assigned according to each student's score in the Unit Progress Test, so their time is spent on what they need most
- Language presentations, practice activities and skills-based extension activities for every unit
- Automatically marked

Online Workbook

- Extra practice of all the grammar, vocabulary and functional language, plus extra writing
- Automatically marked

Teacher's Book

- Detailed teacher's notes for every lesson, including extra tips, ideas and support, and answer keys
- Photocopiable activities – a range of communicative extra practice activities for every unit, including grammar, vocabulary, pronunciation and Wordpower

Online access for teachers

- To access **Cambridge English Empower's** unique online assessment and practice package, please go to cambridgeelms.org/empower, select 'Register' and follow the instructions.

Presentation Plus

- With Presentation Plus, you can display all Student's Book material, play all Class Audio and Video, show answer keys, and more.
- Presentation Plus can be used with all types of interactive whiteboards, or with a computer and projector.

Class DVD

- All the video material for the Student's Book, plus Video Extra

Class Audio CDs

- All the listening material for the Student's Book

Print tests

- Print tests are available from your local Cambridge representative.

For more information and extra resources, go to:
cambridge.org/empower

Course methodology

A learner-centred approach

Cambridge English Empower, with its unique mix of learning and assessment, places the learner at the centre of the learning process. This learner-centred approach also applies to the course methodology – the Student's Book and additional resources provide a range of classroom materials that motivate learners, address their language needs and facilitate the development of their skills.

Supporting the teacher

Cambridge English Empower also supports the teacher through classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between learners and teachers. **Cambridge English Empower:**

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills

Measurable progress

This leads to motivated learners, successful lessons and measurable progress. This progress is then measured by a uniquely reliable assessment package, developed by test experts at Cambridge English Language Assessment.

Key methodological principles

1 Learner engagement

Getting Started

Each unit begins with a Getting Started page, designed to engage learners from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- **Striking images** that take an unusual perspective on the unit theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- **Speaking activities** that prompt a personal response – exploring beyond the surface of the image, providing a cognitive and linguistic challenge and a diagnostic opportunity for the teacher.

Remarkable texts and images

Throughout the C1 Student's book, learners encounter a range of **authentic reading texts** and a selection of **authentic broadcast audio** along with **specially recorded unscripted and scripted audio and video**. The texts have been carefully selected to appeal to advanced learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, provoke an emotional response and prompt new insights and perspectives – this means that C1 learners are consistently motivated to deal with more complex language and engage with varied written and spoken styles.

Frequent opportunities for personal response

There are frequent opportunities to contribute personal views, experiences and knowledge to discussion of the themes in every lesson. Every lesson includes regular activities that encourage learners to respond personally to the content of texts and images. These include **personalisation** tasks which make the target language in every unit meaningful to the individual learner.

Independent learning

In order to progress, C1 learners must build their vocabulary and use a broad range of language appropriately. Reading and listening widely in English will help students to progress faster, as will good study skills. In Empower C1 the **Language in context** feature and **Learning Tips** support C1 learners both inside and outside the classroom. These features accompany the authentic texts and recorded audio and encourage learners to notice and systematically note topical sets, synonyms, collocations, idioms, metaphor, etc. The Teacher's Notes for each lesson include **Homework activities** which encourage learners to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.

2 Manageable learning

A second core principle that informs **Cambridge English Empower C1** is recognition of the importance of manageable learning. This offers learners (and their teachers) reassurance that the material is at the right level for advanced learners: the language syllabus avoids obscure language and the authentic reading and listening material is carefully chosen to be accessible whilst consistently acknowledging advanced learners' linguistic competencies and challenging them. The **Cambridge English Empower C1** classroom material reflects the concept of manageable learning in three main ways:

Syllabus planning and the selection of language

A key element in making learning material appropriate for C1 concerns the selection of target language. In **Cambridge English Empower**, two powerful Cambridge English resources – the *Cambridge Corpus* and *English Profile* – have been used to inform the development of the course syllabus and the writing of the material. This means learners using **Cambridge English Empower C1** are presented with target language that includes:

Grammar

- a fresh approach to familiar language, accompanied by Cambridge Corpus-informed Tips, with notes on usage and typical errors, helping learners improve usage and tackle habitual mistakes
- lexical equivalents to grammatical structures – develop more precise and sophisticated language use
- structures likely to be new at C1 – for more sophisticated functions, e.g. emphasis or distancing, as well as more complex sentence structures, e.g. participle clauses and cleft sentences

Vocabulary

- lexical sets which build on existing knowledge and further develop the ability to use language precisely and flexibly – focusing on word-building, collocation and idiomatic use
- topical sets building learners' understanding of the precise meanings of closely related words and phrases
- topical sets encouraging appropriate use of rich descriptive language

The level is carefully designed to offer measurable progress through the core syllabus whilst they develop towards a C1 level of competency as independent individual learners.

Lesson flow

Teaching and learning is made manageable through the careful staging and sequencing of activities, ensuring that each individual learner at C1 will be challenged and engaged whilst working together as a class. Each lesson is comprised of several sections, each with a clear focus on language and/or skills. Each section builds towards the next, and activities within sections do likewise. Every section of language

input ends in an output task, offering learners the opportunity to personalise the target language. At the end of each lesson there is a substantial freer topical speaking and/or writing task motivating learners to use new language in a natural, functional context.

Task and activity design

Tasks and activities have been designed to give learners an appropriate balance between freedom and support. As an overall principle, the methodology throughout **Cambridge English Empower** anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports learners, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson – this also means that necessary preparation time is reduced to a minimum.

How does Cambridge English Empower C1 meet the needs of Advanced Learners?

When learners join an advanced course they are already competent users of English, having achieved the B2 level. The Empower C1 level motivates advanced learners to further their skills and provides what they need to achieve C1 competency in the following ways:

- **Topics, tasks and texts with an appropriate level of cognitive and linguistic challenge** motivate learners by helping them to notice the gap between their current skills and those of a C1 user of English.
- As at all other levels, Empower C1 offers every learner **multiple communicative opportunities in every lesson**, helping them become fluent, natural and spontaneous speakers of English.
- **Regular focuses on register** help C1 learners to become flexible and effective users of English in a wide variety of spoken and written contexts.
- Learners improve their written style with extended controlled and semi-controlled practice in the **back of the book Writing Focus**. There is additional **writing practice in the A and B lessons**, when new language lends itself to written contexts.
- **Varied and stimulating texts** motivate learners to develop their reading and listening skills so that a wide range of texts become accessible.
- **Authentic reading texts** raise learners' awareness of style and register, and help build the broad vocabulary required of a C1 user of English.
- **A combination of authentic, semi-scripted and scripted listening material** exposes students to a wide variety of voices and natural, colloquial, idiomatic speech, whilst giving a strong focus on the language students need to produce themselves.
- The **Language in context** feature and **Learning Tips** support C1 learners to develop a broad vocabulary both inside and outside the classroom.

3 Rich in practice

It is essential that learners are offered frequent opportunities to practise the language they have been focusing on – they need to activate the language they have studied in a meaningful way within an appropriate context. **Cambridge English Empower** is rich in practice activities and provides learners and teachers with a wide variety of tasks that help learners to become confident users of new language.

Student's Book

Throughout each **Cambridge English Empower** Student's Book, learners are offered a wide variety of practice activities, appropriate to the stage of the lesson and real-world use of the language.

- There are frequent opportunities for spoken and written practice. Activities are clearly contextualised and carefully staged and scaffolded. Extended spoken and written practice is provided in the final activity in each of the lessons.
- In the 'Grammar Focus', 'Vocabulary Focus' and 'Writing Focus' pages at the back of the Student's Book, there are more opportunities for practice of grammar, vocabulary and writing skills, helping to consolidate learning.
- In the 'Review and Extension' page at the end of each unit, there are more opportunities for both written and spoken practice of target language.

Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Many such activities – seven per unit – are provided in the photocopiable activities in the Teacher's Book, providing fun, communicative practice of grammar, vocabulary and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Other components

Through the Cambridge LMS, **Cambridge English Empower** provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom:

- The Online Practice component offers interactive language presentations followed by practice and extension activities. Learners are automatically directed to the appropriate point in this practice cycle, according to their score in the Unit Progress Test (at the end of Student's Book lesson C).
- The Workbook (Online or Print) provides practice of the target input in each A, B, C and D lesson.
- The extension activities in the Online Practice component (via the Cambridge LMS) also offer further practice in reading and listening skills.

4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often than not a priority for learners. **Cambridge English Empower** is systematic and comprehensive in its approach to developing both speaking and writing skills.

Speaking

The **C lesson** in each unit – 'Everyday English' – takes a comprehensive approach to speaking skills, and particularly in developing C1 learners to become flexible and effective users of language for social and professional purposes. The target language is clearly contextualised by means of engaging video (also available as audio-only via the Class CDs), filmed in the real world in contexts that will be relevant and familiar to adult learners. These 'Everyday English' lessons focus on three key elements of spoken language:

- Useful language – focusing on the discourse functions and speaking strategies that are most relevant to C1 learners' needs
- Pronunciation – focusing on intelligibility and the characteristics of natural speech, from individual sounds to extended utterances, developing C1 learners' ability to express finer shades of meaning by varying intonation and stress
- Idiomatic language (Language in context) – focusing on the use of high-frequency idiom in a variety of contexts and registers of social interaction

This comprehensive approach ensures that speaking skills are actively and appropriately developed, not just practised.

Writing

In the **Cambridge English Empower C1 Student's Book**, learners receive guidance and practice in writing a wide range of text types. The **D lesson** in each unit – 'Skills for Writing' – builds to a learning outcome in which learners produce a written text that is relevant to their real-life needs, appropriate to the C1 level, and related to the topic of the unit. However, these are not 'heads-down' writing lessons – instead, and in keeping with the overall course methodology, they are highly communicative mixed-skills lessons, with a special focus on writing. Each 'Skills for Writing' lesson follows a tried and tested formula:

- 1 Learners engage with the topic through activities that focus on speaking and listening skills.
- 2 They read a text which also provides a model for the later writing output task.
- 3 They then do a series of activities which explore the main features and structure of each genre of text as well as developing aspects of specific writing sub-skills that have been encountered in the model text.
- 4 They then go on to write their own text, in collaboration with other learners.
- 5 Process writing skills are embedded in the instructions for writing activities and encourage learners to self-correct and seek peer feedback.
- 6 The writing leads to a final communicative task, ensuring that learners are always writing for a purpose.

This means that writing is fully integrated with listening, reading and speaking – as it is in real life – and is not practised in isolation.

What is Learning Oriented Assessment (LOA)?

As a teacher, you'll naturally be interested in your learners' progress. Every time they step into your classroom, you'll note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, you'll know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with more formal or structured assessment such as end-of-unit or end-of-course tests. Ideally supported by a learner management system (LMS), LOA is an approach that allows you to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into learners and their progress feeds into **total assessment** of the learner. It also allows you to use all of this information not just to produce a report on a learner's level of competence but also to plan and inform future learning.

For more information about LOA, go to cambridgeenglish.org/loa

How does Cambridge English Empower support LOA?

Cambridge English Empower supports LOA both informally and formally, and both inside and outside the classroom:

1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests, Unit Speaking Tests and skills-based Competency Tests)
- Targeted extra practice online via the Cambridge Learning Management System (CLMS) to address areas in which the tests show that learners need more support
- Opportunities to do the test again and improve performance
- Clear record of learner performance through the CLMS

2 LOA classroom support

- Clear learning objectives – and activities that clearly build towards those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into your lessons as part of normal classroom practice

1 Assessment that informs teaching and learning

Cambridge English Empower offers three types of tests written and developed by teams of Cambridge English exam writers. All tests in the course have been trialled on thousands of candidates to ensure that test items are appropriate to the level.

Cambridge English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions.

Cambridge English Empower tests are designed around the following essential principles:

Validity – tests are authentic tests of real-life English and test the language covered in the coursebook

Reliability – tasks selected are consistent and fair

Impact – tests have a positive effect on teaching and learning in and outside the classroom

Practicality – tests are user-friendly and practical for teachers and students

Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit, testing the target grammar, vocabulary and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas where the learner has either encountered difficulties and needs more support, or has mastered well. According to their score in each section of the test, the learner is directed either to extension activities or to a sequence of practice activities appropriate to their level, focusing on the language points where they need most support. This means that learners can focus their time and effort on activities that will really benefit them. They then have the opportunity to retake the Unit Progress Test – questions they got right first time will still be filled in, meaning that they can focus on those with which they had difficulty first time round.

Unit Speaking Tests

Cambridge English Empower provides a comprehensive approach to speaking skills. For every unit, there is an online Unit Speaking Test which offers learners the opportunity to test and practise a range of aspects of pronunciation and fluency. These tests use innovative voice-recognition software and allow the learner to listen to model utterances, record themselves, and re-record if they wish before submitting.

Competency Tests

Cambridge English Empower offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, Listening and Speaking, and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and learners with a reliable indication of level, as well as a record of their progress – a CEFR report is

generated for each learner, showing their performance within the relevant CEFR level (both overall and for each of the skills).

The **Cambridge Learning Management System** (CLMS) provides teachers and learners with a clear and comprehensive record of each learner's progress during the course, including all test results and also their scores relating to the online practice activities that follow the tests – helping teachers and learners to recognise achievement and identify further learning needs. Within the CLMS, a number of different web tools, including message boards, forums and e-portfolios, provide opportunities for teachers and learners to communicate outside of class, and for learners to do additional practice. These tools can also be used by teachers to give more specific feedback based on the teacher's informal evaluation during lessons. The CLMS helps teachers to systematically collect and record evidence of learning and performance and in doing so demonstrates to teachers and learners how much progress has been made over time.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In **Cambridge English Empower**, each unit begins with a clear set of 'can do' objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear 'Learn to ...' goal, and the activities all contribute towards this goal, leading to a significant practical outcome at the end of the lesson. At the end of each unit, there is a 'Review your progress' feature that encourages learners to reflect on their success, relative to the 'can do' objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning and peer feedback.

LOA classroom tips for teachers

In a typical lesson you're likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centred stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- encourage learners to **review and reflect** after they've worked on a task

The table below summarises core and LOA-specific aims for each of the above techniques. All these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasise those parts of your thinking that involve forming evaluations or judgements about learners' performance (and therefore what to do next to better assist the learner). The 'LOA teacher' is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *And what does that mean for the next step in the learning process?*

The **Cambridge English Empower** Teacher's Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It's important that teachers make sure feedback is well balanced, so it helps learners to know what they are doing well in addition to what needs a little more work.

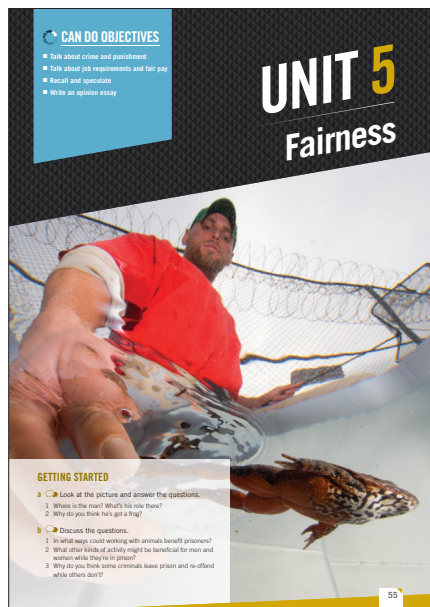
Teaching techniques					
	monitoring	eliciting	concept checking	drilling	review and reflect
Core aims	<ul style="list-style-type: none"> • checking learners are on task • checking learners' progress • making yourself available to learners who are having problems 	<ul style="list-style-type: none"> • checking what learners know about a topic in order to generate interest 	<ul style="list-style-type: none"> • checking that learners understand the use and meaning of new language 	<ul style="list-style-type: none"> • providing highly controlled practice of new language 	<ul style="list-style-type: none"> • finding out what ideas learners generated when working on a task • praising learners' performance of a task • indicating where improvement can be made
LOA aims	<ul style="list-style-type: none"> • listening to learners' oral language, and checking learners' written language, in order to: <ul style="list-style-type: none"> » diagnose potential needs » check if they can use new language correctly in context 	<ul style="list-style-type: none"> • finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students' individual starting points and interests 	<ul style="list-style-type: none"> • checking what could be a potential problem with the use and meaning of new language for your learners • anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals 	<ul style="list-style-type: none"> • checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language 	<ul style="list-style-type: none"> • asking learners how well they feel they performed a task • giving feedback to learners on specific language strengths and needs • fostering 'learning how to learn' skills

Unit overview

Introduction

Getting Started page

- clear learning objectives to give an immediate sense of purpose
- striking and unusual images to arouse curiosity
- activities that promote emotional engagement and a personal response



Lesson C

- functional language in common everyday situations
- language is presented through video filmed in the real world



Unit Progress Test

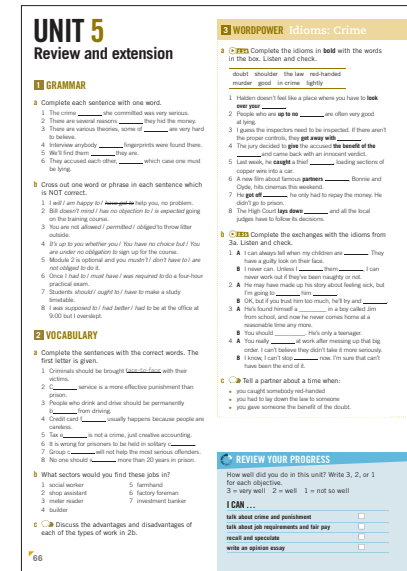
- covering grammar, vocabulary and functional language

Also available:

- Speaking Test for every unit
- mid-course and end-of-course competency tests

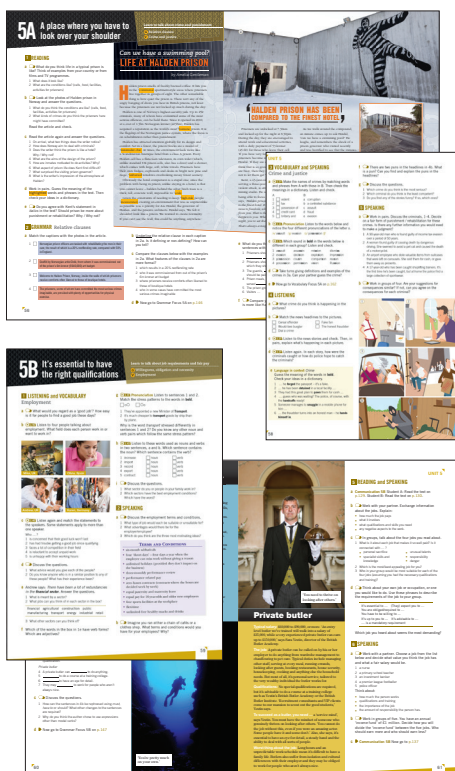
Review and Extension

- extra practice of grammar and vocabulary
- Wordpower vocabulary extension
- 'Review your progress' to reflect on success



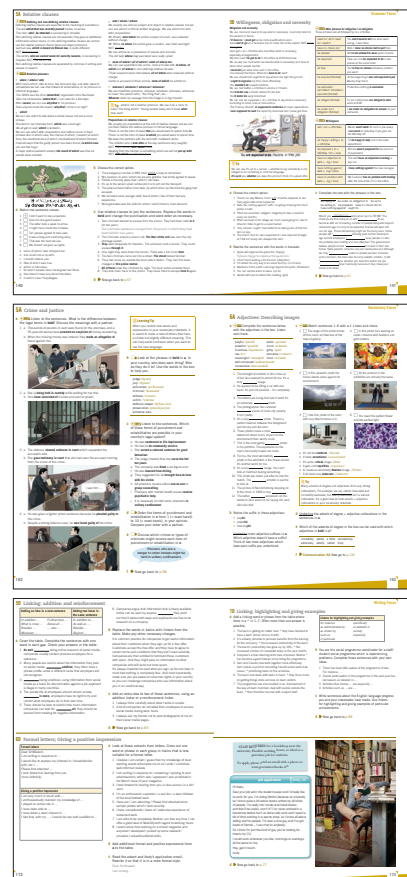
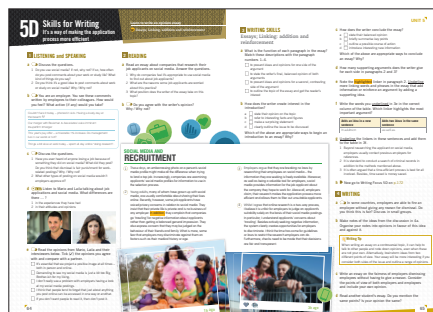
Lesson A and Lesson B

- input and practice of core grammar and vocabulary, plus a mix of skills



Lesson D

- highly communicative integrated skills lesson
- special focus on writing skills
- recycling of core language from the A, B and C lessons



Lessons A and B

Grammar and Vocabulary and a mix of skills

Authentic reading texts

Authentic texts raise learners' awareness of style and register, and help build the broad vocabulary required of a C1 user of English.

Clear goals

Each lesson starts with a clear, practical and achievable learning goal, creating an immediate sense of purpose.

Regular speaking activities

Frequent speaking stages to get students talking throughout the lesson.

'Teach off the page'

Straightforward approach and clear lesson flow for minimum preparation time.

Regular focuses on register

Focuses on register help C1 learners to become flexible and effective users of English.

Rich in practice

Clear signposts to **Grammar Focus** and **Vocabulary Focus** sections for extra support and practice.

5A A place where you have to look over your shoulder

Learn to talk about crime and punishment

- G** Relative clauses
- V** Crime and justice

1 READING

a What do you think life in a typical prison is like? Think of examples from your country or from films and TV programmes.

- 1 What does it look like?
- 2 What are the conditions like? (cells, food, facilities, activities for prisoners)

b Look at the photos of Halden prison in Norway and answer the questions.

- 1 What do you think the conditions are like? (cells, food, facilities, activities for prisoners)
- 2 What kinds of crimes do you think the prisoners here might have committed?

Read the article and check.

c Read the article again and answer the questions.

- 1 On arrival, what two things does the writer notice?
- 2 How does Norway aim to deal with criminals?
- 3 Does the writer think the prison is like a hotel? Why / Why not?
- 4 What are the aims of the design of the prison?
- 5 How are inmates motivated to do activities? Why?
- 6 What aspect of prison life does Kent find difficult?
- 7 What surprised the visiting prison governor?
- 8 What is the writer's impression of the atmosphere at Halden?

d Work in pairs. Guess the meaning of the **highlighted** words and phrases in the text. Then check your ideas in a dictionary.

e Do you agree with Kent's statement in *italics* in the text? Should prison be more about punishment or rehabilitation? Why / Why not?

2 GRAMMAR Relative clauses

a Match the captions with the photos in the article.

- 1 ☐ Norwegian prison officers are tasked with **rehabilitating** the men in their care, the result of which is a 20% reoffending rate, compared with 56% in England.
- 2 ☐ Graffiti by Norwegian artist Dolk, from whom it was commissioned out of the prison's 6m kroner (£640,000) art budget.
- 3 ☐ Welcome to Halden Prison, Norway, inside the walls of which prisoners receive comforts often likened to those of boutique hotels.
- 4 ☐ The prisoners, some of whom have committed the most serious crimes imaginable, are provided with plenty of opportunities for physical exercise.

b Underline the relative clause in each caption in 2a. Is it defining or non-defining? How can you tell?

c Compare the clauses below with the examples in 2a. What features of the clauses in 2a are more formal?

- 1 which results in a 20% reoffending rate
- 2 who it was commissioned from out of the prison's 6m kroner art budget
- 3 where prisoners receive comforts often likened to those of boutique hotels
- 4 who in some cases have committed the most serious crimes imaginable

d Now go to Grammar Focus 5A on p.146

Can we have a swimming pool? LIFE AT HALDEN PRISON

by Amelia Gentleman

Halden prison smells of freshly brewed coffee. It hits you in the **'communal'** apartment-style areas where prisoners live together in groups of eight. The other remarkable thing is how quiet the prison is. There isn't any of the angry banging of doors you hear in British prisons, not least because the prisoners are not locked up much during the day.

Halden is one of Norway's highest-security jails. Up to 252 criminals, many of whom have committed some of the most serious offences, can be held there. Since it opened in 2010, at a cost of 1.3bn Norwegian kroner (£138m), Halden has acquired a reputation as the world's most **'humane'** prison. It is the flagship of the Norwegian justice system, where the focus is on rehabilitation rather than punishment.

Halden has attracted attention globally for its design and comfort. Set in a forest, the prison blocks are a model of **'minimalist chic'**. At times, the environment feels more like a Scandinavian boutique hotel than a class A prison. Every Halden cell has a flatscreen television, its own toilet (which, unlike standard UK prison cells, also has a door) and a shower, which comes with large, soft, white towels. Prisoners have their own fridges, cupboards and desks in bright new pine and huge, **'unbarred'** windows overlooking mossy forest scenery.

Obviously the hotel comparison is a stupid one, since the problem with being in prison, unlike staying in a hotel, is that you cannot leave – hidden behind the silver birch trees is a thick, tall, concrete wall, impossible to **'scale'**.

Given the constraints of needing to keep **'high-risk'** people **'incarcerated'**, creating an environment that was as unprisonlike as possible was a priority for Are Høidal, the governor of Halden, and the prison's architects. Høidal says, 'We felt it shouldn't look like a prison. We wanted to create normality. If you can't see the wall, this could be anything, anywhere.'

Learner engagement

Engaging images and texts motivate learners to respond personally. This makes learning more memorable and gives learners ownership of the language.

Communicative outcome


Each input section is followed by a communicative outcome, so learners can use language immediately.

Manageable learning

The syllabus is informed by *English Profile* and the *Cambridge English Corpus*. Students will learn the most relevant and useful language, at the appropriate point in their learning journey. The target language is benchmarked to the CEFR.

Spoken outcome

Each A and B lesson ends with a practical spoken and/or written outcome where students can use language more freely.



HALDEN PRISON HAS BEEN COMPARED TO THE FINEST HOTEL

Prisoners are unlocked at 7.30am and locked up for the night at 8.30pm. During the day, they are encouraged to attend work and educational activities, with a daily payment of 53 kroner (£5.60) for those who leave their cell. 'If you have very few activities, your prisoners become more aggressive,' says Hoidal. 'If they are sitting all day, I don't think that is so good for a person. If they are busy, then they are happier. We try not to let them get **institutionalised**.'

Kent, a 43-year-old office manager serving a three-year sentence for a violent attack, is sitting in the prison's mixing studio. He admits he's enjoying being able to focus on his music, but says, 'Halden prison has been compared to the finest hotel. It is not true. The real issue is freedom, which is taken away from you. That is the worst thing that can happen to you. When the door slams at night, you're sat there in a small room. That's always a tough time.'

As we walk around the compound, an inmate comes up to ask Hoidal, 'Can we have a swimming pool?' He laughs, and remembers the shock of a prison governor who visited recently and was horrified to see that the inmates didn't stand to attention when Hoidal came past but instead **clustered around** him, seizing the chance to list their complaints.

The inmates tell Hoidal they're annoyed by recent changes to the routine, but they are respectful when they **address** him. He listens politely, agrees that in prison **minor irritations** can become major frustrations, but remarks that people outside the building would laugh at the trivial nature of their complaints.

Maybe I'm not there long enough to sense hidden anger or deep despair, but Halden doesn't feel like a place where you have to look over your shoulder.

3 VOCABULARY and SPEAKING
Crime and justice

a **2.34** Make the names of crimes by matching words and phrases from A with those in B. Then check the meanings in a dictionary. Listen and check.

A	B
1 <input type="checkbox"/> violent	a corruption
2 <input type="checkbox"/> tax	b a controlled substance
3 <input type="checkbox"/> possession of	c assault
4 <input type="checkbox"/> credit card	d fraud
5 <input type="checkbox"/> bribery and	e evasion

b **2.35** **Pronunciation** Listen to the words below and notice the four different pronunciations of the letter s. /s/ assault /z/ evasion /z/ possession /f/

c **2.36** Which sound in **bold** in the words below is different in each group? Listen and check.

1 assault	assassin	mission	dismiss
2 evasion	decision	explosion	impression
3 possession	cousin	comparison	reason
4 possession	permission	vision	Russian

d **2.37** Take turns giving definitions and examples of the crimes in 3a. Can your partner guess the crime?

e **2.38** Now go to Vocabulary Focus 5A on p.162

4 LISTENING

a **2.39** What crime do you think is happening in the pictures?

b **2.40** Match the news headlines to the pictures.

<input type="checkbox"/> Cereal offender	<input type="checkbox"/> Fake fan
<input type="checkbox"/> Would-bee burglar	<input type="checkbox"/> The honest fraudster
<input type="checkbox"/> Dial a crime	

c **2.39** Listen to the news stories and check. Then, in pairs, explain what's happening in each picture.

d **2.39** Listen again. In each story, how were the criminals caught or how do police hope to catch the criminals?

e **Language in context** *Crime*
Guess the meaning of the words in **bold**. Check your ideas in a dictionary.

- ... he **forged** the passport – it's a fake.
- ... he has been **detained** in a local facility ...
- They had this great plan to **pawn** them for cash ...
- ... guess who was waiting? The police, of course, with the **handcuffs** ready!
- Someone manages to **smuggle** in a mobile phone for him ...
- ... the fraudster turns into an honest man – he **hands himself in**.

f **2.41** Compare your ideas in 2e with other students. Whose prison is more like Halden?

1 Prisoners should have their own / share a cell, in which there should be: _____

2 Prisoners *should / shouldn't* have to do *some / any* kind of work, for which they should be paid _____ per week.

3 The guards, _____ of whom should be trained in _____ should be paid _____ per week.

4 Prison meals, _____ of which should be _____ should be served _____ times a day.

5 The prison grounds ...

6 Visitors ...

A combination of authentic, semi-scripted and scripted listening material

The wide range of audio recordings exposes students to natural, colloquial, idiomatic speech, whilst giving a strong focus on the language students need to produce themselves.

The **Language in context** feature and **Learning Tips** support C1 learners to develop a broad vocabulary both inside and outside the classroom.



Lesson C

Prepares learners for effective real-world spoken communication

Everyday English

Focusing on the functional language and speaking strategies that help learners to communicate effectively in the real world.

Spoken outcome

Each C lesson ends with a practical spoken outcome.

Real-world video

Language is showcased through high-quality video filmed in the real world, which shows language clearly and in context.



5C Everyday English

If I remember rightly

Learn to recall and speculate

- S** Deal with a situation without the facts
- P** Main stress

Comprehensive approach to speaking skills

A unique combination of language input, pronunciation and speaking strategies offers a comprehensive approach to speaking skills.

The **Language in context** feature in the C lessons broadens students' awareness of high-frequency idioms.

1 LISTENING

a Discuss the questions.

- 1 Do you find it easy to talk to people you've just met? Why / Why not?
- 2 Look at strategies a–e for talking to new people. Which of these do you use? Do you do anything else in particular?

- a** Open the conversation by commenting on something else that's happening around you.
- b** Pay them compliments where possible.
- c** Ask for personal information about where they live and what they do for a living.
- d** Try to be funny, but don't make jokes about other people. Always laugh at their jokes.
- e** Look for opportunities to empathise with them.

b **2.45** Watch or listen to Part 1. What strategies from 1a does Sara use? Note down some specific examples.

c What do you think the impact of Sara's conversation strategies will be on Max?

d **2.46** **Language in context** *Temporary states*

- 1 Match a–c with 1–3 to make phrases from Part 1. Listen and check.

a <input type="checkbox"/> on a temporary	1 ups and downs
b <input type="checkbox"/> hopefully, I'll snap	2 basis
c <input type="checkbox"/> we all have our	3 out of it soon enough
- 2 Which phrases in 1 mean ... ?

a everybody experiences good times and bad times
b stop behaving in a negative way
c not permanently

e **2.47** Watch or listen to Part 2 and answer the questions.

- 1 What does Max think it's easier to write?
- 2 What had Sara assumed Max was doing?
- 3 What reason does Max give for his interview with Oscar being a disaster?

2 PRONUNCIATION Main stress

a **2.48** Listen to Max's lines below. Each pair of word groups ends with the same word, but it only receives the main stress in the first. Why?

- 1 a When your detective solves the murder,
b you just invent another murder.
- 2 a He hadn't even read my book.
b Hadn't even opened my book.

Choose the correct word to complete the rule.

The last word or phrase in a word group which gives *new / repeated* information is stressed.

b **2.49** **Underline** where you think the main stress in these pairs of word groups is. Listen and check.

- 1 a It's dangerous enough being a diver,
b let alone a bomb disposal diver!
- 2 a I don't think wealth distribution in this country is fair –
b quite the opposite of fair, in fact.
- 3 a I haven't got the right qualifications –
b in fact, I've hardly got any qualifications!
- 4 a Halden is more than just a prison –
b it's the world's most humane prison.

Practise saying the sentences.

Comprehensive approach to speaking skills

A unique combination of language input, pronunciation and speaking strategies offers a comprehensive approach to speaking skills.

3 LISTENING

- a** 2.50 Watch or listen to Part 3. How does Sara's meeting with Max nearly end in disaster?

- b** 2.50 Listen to Part 3 again and answer the questions.

- 1 What did Max think Sara's job was?
- 2 Why does Max say he wouldn't have agreed to meet a journalist?
- 3 What two reasons does Sara give for wanting to interview Max?

- c** Why do you think Max considers doing another interview?



Support for learners

Tasks are scaffolded to facilitate success.

4 USEFUL LANGUAGE Recalling and speculating

- a** 2.51 Complete the expressions from Parts 1, 2 and 3. Listen and check.

- 1 You're staying with Emma at the moment, **if my memory _____ me correctly?**
- 2 **I was _____ the impression that** you were writing another book?
- 3 **No _____** you heard that from that guy from the radio interview.
- 4 **What _____ out in my mind** most **is** that that interview was a total disaster!
- 5 **I'd _____ a guess that** he hadn't even read my book.
- 6 _____, you're a technician, like Emma's boyfriend, right?
- 7 **I think I _____** Emma saying that her boyfriend's a technician at *City FM*.
- 8 _____ you'd known, would you still have agreed to meet with me?

- b** Which expressions in 4a are used for recalling events? Which are used for speculating? Are there any which could be used for both?

- c** 2.52 Read this conversation. Find five mistakes and correct them. Listen and check.

- A** So when are you starting your new job? I was over the impression that you were starting next week.
B Oh, no. That would be too soon. I need a holiday first!
A But, if my mind serves me correctly – you went to Spain last month for a long weekend, didn't you?
B Who told you that?! I hazard a guess it was that sister of mine!
A Yeah, I think I remember she saying something along those lines.
B Well, you can't have too much of a good thing, can you? Presuming, you need a holiday too. Why don't you come with me?
A Well, I can't remember the last time I had a break. Why not?

- d** Practise the conversation in 4c with a partner.

- e** Recall your first day at school, or your first day in a job. Complete the sentences with your own ideas. Then tell a partner.

- 1 What stands out in my mind is ...
- 2 I think I remember ...
- 3 If my memory serves me correctly ...

- f** Discuss the questions. Use expressions from 4a to speculate.

- 1 Why do you think writers sometimes suffer from writer's block?
- 2 Why do you think some famous writers avoid giving interviews?

Spoken outcome

Each C lesson ends with a practical spoken outcome.

Unit Progress Test

Learners are now ready to do the Unit Progress Test, developed by experts at Cambridge English Language Assessment.

5 SPEAKING

- Communication 5C** Work in pairs.
 Student A: Go to p.135. Student B: Go to p.137.

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

Lesson D

Integrated skills with a special focus on writing

Skills for writing

The D lessons are highly communicative and cover all four skills, with a special focus on writing. They also recycle and consolidate the core language from the A, B and C lessons.

Receptive skills development

Challenging, motivating tasks practise and develop listening and reading skills while stimulating ideas for writing at C1.

Personal response

Frequent opportunities for personal response make learning more memorable.

5D Skills for Writing

It's a way of making the application process more efficient

Learn to write an opinion essay

W Essays; Linking: addition and reinforcement

1 LISTENING and SPEAKING

a Discuss the questions.

- 1 Do you use social media? If not, why not? If so, how often do you post comments about your work or study life? What kind of things do you say?
- 2 Do you think it's a good idea to post comments about work or study on social media? Why / Why not?

b You are an employer. You see these comments written by employees to their colleagues. How would you feel? What action (if any) would you take?

Couldn't face it today – phoned in sick. Having a lovely day at the beach! ☺

Our merger with Bookman & Associates looks imminent #superfirm #merger

This year's pay offer – a miserable 1% increase. Do management live in our world or not?

Things a bit slow at work today – spent all day online "doing research".

c Discuss the questions.

- 1 Have you ever heard of anyone losing a job because of something they did on social media? What did they post? Do you think that dismissal is fair punishment for work-related postings? Why / Why not?
- 2 What other types of posting on social media wouldn't employers approve of?

d Listen to Mario and Laila talking about job applications and social media. What differences are there ... ?

- 1 in the experiences they have had
- 2 in their attitudes and opinions



e Read the opinions from Mario, Laila and their interviewers below. Tick (✓) the opinions you agree with and compare with a partner.

- ☐ It's essential that we project a positive image at all times – both in person and online.
- ☐ Demanding to see my social media is just a bit too Big Brother-ish for my liking.
- ☐ I don't really see a problem with employers having a look at my social media postings.
- ☐ I think that people tend to forget that just about anything you post online can be accessed in one way or another.
- ☐ If you don't want people to read it, then don't post it.

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2 READING

a Read an essay about companies that research their job applicants on social media. Answer the questions.

- 1 Why do companies feel it's appropriate to use social media to find out about job applicants?
- 2 What are the reasons some job applicants are worried about this practice?
- 3 What position does the writer of the essay take on this topic?

b Do you agree with the writer's opinion? Why / Why not?

SOCIAL MEDIA AND RECRUITMENT

- 1 These days, an embarrassing photo on a person's social media profile might make all the difference when trying to land a top job. Increasingly, companies are examining applicants' social media profiles for information to use in the selection process.
- 2 Young adults, many of whom have grown up with social media, are usually comfortable about sharing their lives online. Recently, however, some job applicants have voiced privacy concerns in relation to social media. They insist that their private life is private and is no business of any employer. In addition, they complain that companies go 'trawling' for negative information about applicants rather than getting a balanced general impression. They also express concern that they may be judged on the behaviour of their friends and family. What is more, some fear that employers may discriminate against them on factors such as their medical history or age.



1h ago

Comprehensive approach to writing skills

Clear focus on key aspects of writing helps develop effective real-world writing skills.

Clear models for writing

Clear model texts are provided, on which students can base their own writing.

UNIT 5

3 WRITING SKILLS

Essays; Linking: addition and reinforcement

a What is the function of each paragraph in the essay?

Match these descriptions with the paragraph numbers 1–4.

- ☐ to present ideas and opinions for one side of the argument
- ☐ to state the writer's final, balanced opinion of both arguments
- ☐ to present ideas and opinions for a second, contrasting side of the argument
- ☐ to outline the topic of the essay and get the reader's interest

b How does the writer create interest in the introduction?

- ☐ state their opinion on the topic
- ☐ refer to interesting facts and figures
- ☐ make a surprising statement
- ☐ clearly outline the issue to be discussed

Which of the above are appropriate ways to begin an introduction to an essay? Why?

③ Employers argue that they are breaking no laws by researching their employees on social media – the information they are seeking is freely available. Moreover, as well as being a valuable tool for employers, social media provides information for the job applicant about the company they hope to work for. Above all, employers claim, their research makes the application process more efficient and allows them to filter out unsuitable applicants.

④ Whilst I agree that online research is a two-way process, I believe it is unfair for employers to judge an applicant's suitability solely on the basis of their social media postings. In particular, I understand applicants' concerns about 'trowing'. Besides actively seeking negative information, the system clearly creates opportunities for employers to discriminate. I think the time has come for guidelines or laws to restrict the research employers can do. Furthermore, checks need to be made that their decisions are fair and transparent.



c How does the writer conclude the essay?

- ☐ state their balanced opinion
- ☐ briefly summarise key points
- ☐ outline a possible course of action
- ☐ introduce interesting new information

Which of the above are appropriate ways to conclude an essay? Why?

d How many supporting arguments does the writer give for each side in paragraphs 2 and 3?

e Note the **highlighted** linker in paragraph 2. Underline more linking words and phrases in the essay that add information or reinforce an argument by adding a supporting idea.

f Write the words you underlined in 3e in the correct column of the table. Which linker highlights the most important argument?

Adds an idea in a new sentence	Adds two ideas in the same sentence
In addition	as well as

g Underline the linkers in these sentences and add them to the table in 3f.

- Beyond researching the applicant on social media, employers usually contact previous employers for references.
- It is standard to conduct a search of criminal records in addition to the methods mentioned above.
- It is often argued that a time-efficient process is best for all involved. Besides, time saved is money saved.

h Now go to Writing Focus 5D on p.172

4 WRITING

a In some countries, employers are able to fire an employee without giving any reason for dismissal. Do you think this is fair? Discuss in small groups.

b Make notes of the ideas from the discussion in 4a. Organise your notes into opinions in favour of this idea and against it.

Writing Tip

When writing an essay on a controversial topic, it can help to talk to other people and note down opinions, even when these are not your own. Alternatively, brainstorm ideas from two different points of view. Your essay will be more interesting if you consider both sides of the issue and outline a range of opinions.

c Write an essay on the fairness of employers dismissing employees without having to give a reason. Consider the points of view of both employers and employees and include your own opinion.

d Read another student's essay. Do you mention the same points? Is your opinion the same?

Rich in practice

Clear signposts to the **Writing Focus** section for extra support and practice.

Regular Writing Tips

Writing Tips in every writing lesson to help students plan and improve their writing.

Also in every unit:

- Review and Extension page
- Grammar Focus
- Vocabulary Focus
- Writing Focus
- Communication Plus